

# Testing the Role of Competence and Supervision of Job Satisfaction and Its Impact on Teacher Performance

Danang Hidayatullah<sup>1</sup>, Anis Eliyana<sup>\*2</sup>, Hamidah<sup>3</sup>, Tuty Sariwulan<sup>4</sup>, Agung Dharmawan Buchdadi<sup>5</sup>

<sup>1</sup>Universitas Negeri Jakarta

[DanangHidayatullah\\_9917919018@mhs.unj.ac.id](mailto:DanangHidayatullah_9917919018@mhs.unj.ac.id)

<sup>2</sup>Universitas Airlangga

[anis.eliyana@feb.unair.ac.id](mailto:anis.eliyana@feb.unair.ac.id)

<sup>3</sup>Universitas Negeri Jakarta

[hamidah@unj.ac.id](mailto:hamidah@unj.ac.id)

<sup>4</sup>Universitas Negeri Jakarta

[tuty.wulan@unj.ac.id](mailto:tuty.wulan@unj.ac.id)

<sup>5</sup>Universitas Negeri Jakarta

[abuchdadi@unj.ac.id](mailto:abuchdadi@unj.ac.id)

**Corresponding Author:** Anis Eliyana

**Email:** [anis.eliyana@feb.unair.ac.id](mailto:anis.eliyana@feb.unair.ac.id)

## ABSTRACT

This research is a quantitative study designed to explain the influence between variables or the relationship that affects between variables through hypothesis testing. The sample used in this study was 221 respondents testing to public and private school teachers in DKI Jakarta. The technique used to collect data from respondents is a questionnaire distributed using an online platform. Furthermore, the analysis model used is a structural equation model (SEM) based on theory and concepts, from the Smart Partial Least Square (PLS) program version 3.32. The Likert scale is used in measuring instruments. The variables in this study can be classified into exogenous and endogenous variables. Competency (X1) and Supervision (X2) variables are exogenous variables. Job satisfaction (Y1) is a mediator variable, and performance (Y2) is an endogenous variable which is the focus of this study. The results showed that there was a positive influence between competence (X1) and job satisfaction (Y1), supervision (X2) and job satisfaction (Y1), competence (X1) and performance (Y2), supervision (X2) and performance (Y2) and between job satisfaction (Y1) and performance (Y2).

**Keywords:** Competence, Performance, job satisfaction, supervision, quality job, decent job

## Correspondence:

Anis Eliyana

Universitas Airlangga

Email: [anis.eliyana@feb.unair.ac.id](mailto:anis.eliyana@feb.unair.ac.id)

## INTRODUCTION

The acquisition of the Teacher Competency Test (UKG) results is part of the teacher performance appraisal as a basis for formulating policies for giving appreciation and appreciation to teachers. Based on the results of the Teacher Competency Test (UKG) 2015, teacher competence is still categorized as far below the set professional teacher standards. Even in the DKI Jakarta area, the results of the Teacher Competency Test for the following year (2019) are still not in accordance with what the government expects. Based on data accessed through the Regional Development Balance Sheet (NPD) <https://npd.kemdikbud.go.id/?appid=ukg>, the UKG teacher scores for DKI Jakarta decreased from 62.58 (2015) to 54 (2019). The low teacher performance is due to the lack of competence of teachers in accordance with Teaching and Learning Needs (KBM), low supervision function, and low IT skills and mastery.

In addition to the 4 teacher competencies (personality, professional, pedagogic and social) that need to be mastered, currently teachers also face complex challenges in future professions, including developing digital professional competences (Brevik *et al.*, 2019). Supervision is important to ensure that teacher performance is in accordance with what is mandated. The results show that competence has a significant effect on job satisfaction which has an impact on performance (Simatupang *et al.*, 2017). Another study also concluded that the role of supervision makes a significant contribution to improving teacher performance in schools (Yousaf *et al.*, 2018) (Hartinah *et al.*, 2020) so that the

working climate in schools is better (Tiwa *et al.*, 2018) and teachers work more effectively (Renata *et al.*, 2018). Supervision with a good and supportive communication strategy is very important to sustain dedication and performance (Michael, 2014) (Nurjanah *et al.*, 2020). On the other hand, the job satisfaction factor is seen as one of the factors that make a very significant contribution to be able to improve performance (Eliyana *et al.*, 2019) (Latham, G. P., 2017).

## THEORY AND HYPOTHESES

### Competence

Adequate work competence is needed to get maximum job satisfaction in order to improve the required performance (Simatupang *et al.*, 2017). The higher a person's level of professional competence, the higher their level of job satisfaction (Biagioli *et al.*, 2018). A study of 207 employees of various companies in Turkey shows that competence has a significant effect on intrinsic and extrinsic job satisfaction (Sani *et al.*, 2016). Research on job satisfaction that mediates competence on performance shows that competency flexibility and job satisfaction significantly affect employee performance (Sabuhari *et al.*, 2020).

A study on the effect of work atmosphere and competence on job satisfaction was conducted in a group of business units that were able to withstand the economic crisis. The results show that competence has the most dominant effect on job satisfaction (Dharmanegara *et al.*, 2016). The higher the level of competence the worker has, the higher the level of job satisfaction and the impact on performance

(Kucharska & Erickson, 2019) (Sabuhari *et al.*, 2020) (Biagioli *et al.*, 2018) (Sani *et al.*, 2016). Previous research has revealed that competencies in accordance with work have an influence on performance (Swanson *et al.*, 2020) (Yu, S., & Ko, Y., 2017). Research by (Anvari *et al.*, 2016) identifies competencies related to performance into four parts, namely knowledge, abilities, attitudes and styles at work. The results showed that competence has an influence on performance. Competence is needed as a provision for transition to the next level (Mahlangu & Govender, 2015).

**Supervision**

Supervision refers to the control and coordination functions. Initially supervision was applied to program inspections and reviews rather than monitoring individual performance in the program (Harkness, D., 2014) (Wood, 1976). The supervisory function for teachers in schools is carried out by the Principal. The stronger the principle of supervision, the greater the opportunities for effective teaching and learning (Langs, R., 2018). Katua Ngui (2019) tested three types of competencies (academic competence, leadership competence and communication competence), the results of which have a positive effect on performance. The role of supervision is closely related to job satisfaction (Asif Qureshi & bin Ab Hamid, 2017). The study, conducted at the Malaysian media industry firm, also found that gender groups moderate the relationship between job satisfaction and employee performance. Supervision can increase job satisfaction (Deng, Y., 2016). Supervision has a direct and indirect effect on job satisfaction (Shankar, R., 2016). Communication between superiors and subordinates is important (Plenty, D., 2015). In a case study in Taiwan International hotels with a sample of 474 employees (Pan, 2015) identified the factors that influence job satisfaction of employees. Supervision was found to be one of the factors that have a significant effect on job satisfaction (Mahlangu & Govender, 2015).

**Job Satisfaction**

Job satisfaction variables often get a lot of attention from researchers. The study found that there was an influence between job satisfaction and performance (Bowling *et al.*, 2015) (Abbas, 2018) (Platis *et al.*, 2015) (Hsieh, JY (2016). Research in banks and industrial companies in Thailand with a sample of 295 people shows that job satisfaction has a positive and significant effect on employee performance (Siengthai & Pila-Ngarm, 2016). Research (Yee, 2018) on extrinsic and intrinsic job satisfaction factors (working conditions, job security, remuneration, relationships with colleagues, recognition, and progress) is shown to have a positive influence on the performance of academic staff at private universities in Malaysia.

**Performance**

Measuring performance and providing feedback can improve individual performance. This increased individual performance indirectly makes organizational performance better (Stewart, GL, & Brown, KG, 2019) so that organizational leaders need to ensure that performance can be measured, the system works properly and can be used when needed (Aguinis, H. 2019). Performance appraisal means a formal evaluation that is held periodically and is usually carried out at the end of the year (London, M., & Mone, E. M., 2018). Even though the results of the performance measure still have problems with the existing reality (Bianchi, C, 2016). Theoretically there are 3 groups of factors that influence performance, namely individual, organizational and psychological variables, one of which is job satisfaction which is part of psychological factors.

**METHODOLOGY**

This research is a quantitative study designed to explain the influence between variables or the relationship that affects between variables through hypothesis testing. The sample used in this study was 221 respondents to public and private school teachers in DKI Jakarta. The technique used to collect data from respondents is a questionnaire distributed using an online platform. Furthermore, the analysis model used is a structural equation model (SEM) based on theory and concepts, from the Smart Partial Least Square (PLS) program version 3.32. The Likert scale is used in measuring instruments. The variables in this study can be classified into exogenous and endogenous variables. Competency (X1) and Supervision (X2) variables are exogenous variables. Job satisfaction (Y1) is a mediator variable, and performance (Y2) is an endogenous variable which is the focus of this study.

**Conceptual Framework**

Based on the description above, there is a strong relationship between theoretical and empirical studies of the variables that are the focus of this research, the conceptual framework in this study is as shown in Fig. 1. Furthermore, the hypothesis can be formulated in this study as follows:

- Hypothesis 1 is to measure the effect of competence on job satisfaction.
- Hypothesis 2 is to measure the effect of supervision on job satisfaction.
- Hypothesis 3 is to measure the effect of competence on performance.
- Hypothesis 4 is to measure the effect of supervision on performance.
- Hypothesis 5 is to measure job satisfaction on performance.

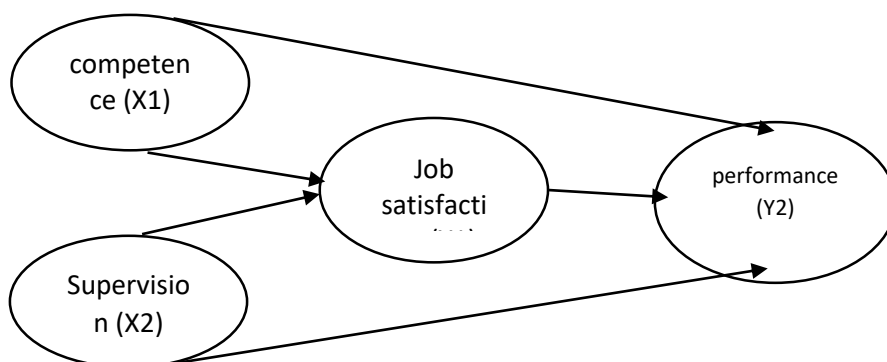


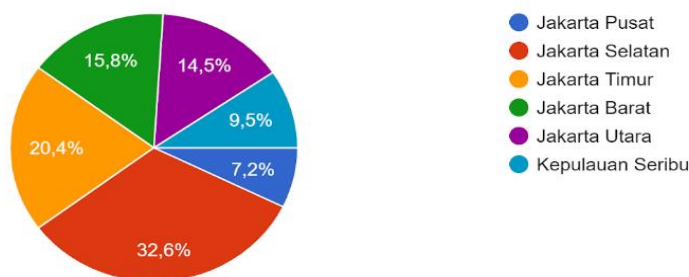
Figure 1. Conceptual Framework

**RESEARCH RESULTS**

The respondents of this study were 221 teachers in six regions of DKI Jakarta Province, with details of North Jakarta 32 (14.5%), West Jakarta 35 (15.8%), South Jakarta 72 (32.6%), East Jakarta 45 (20, 4%), Central Jakarta 16 (7.2%) and Kepulauan Seribu 21 (9.5%). In terms of gender characteristics, education level and years

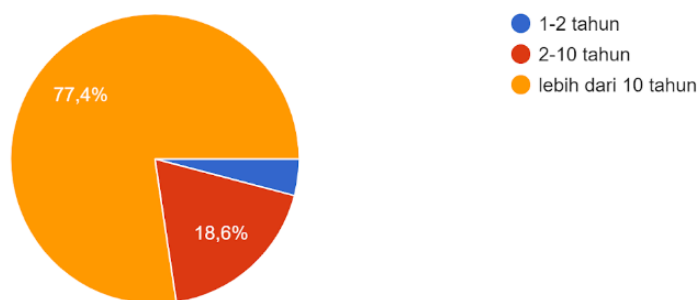
of service. In terms of age, the number of women was 157 (71%) and men 64 (29%). Based on the level of education 1 (0.5%) S3 graduates, 63 (28.5%) S2,155 (70.1%) graduates, S1 graduates, and 2 (0.9%) Diploma graduates. The working period is divided into 1-2 years as much as 9 (4.1%), 2-10 years as much as 41 (14.6%) and over 10 years as much as 171 (77.4%).

Lokasi Sekolah  
221 tanggapan



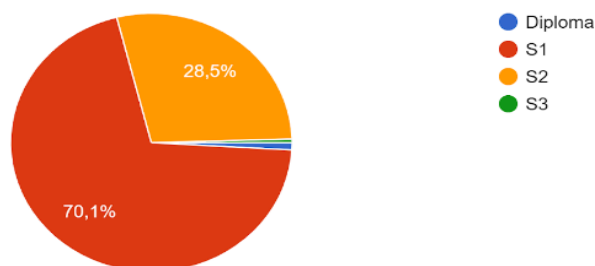
**Figure 1.** Location distribution of respondents

Masa Kerja  
221 tanggapan



**Figure 2.** The length of service of the respondent

Pendidikan  
221 tanggapan



**Figure 3.** Respondent education level

**Descriptive statistics**

Based on table 2 below, it can be seen the score of each variable.

**Table 1.** Research Statistics

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ( O/STDEV)	P Values
Supervisi -> Kepuasan kerja	0.773	0.777	0.042	18.195	0
Kompetensi -> Kinerja	0.402	0.404	0.061	6.574	0
Supervisor -> Kinerja	0.239	0.24	0.105	2.281	0.023
Kepuasan> Kinerja	0.121	0.119	0.093	1.301	0.194
Kompetensi-> Kepuasan kerja	0.002	-0.002	0.048	0.043	0.965

**Measurement Model Analysis**

**Convergent Validity**

**Loading factor**

The first test is carried out on the value that each indicator has (loading factor). This validity test is used to ensure that all the values that the indicator has can be measured. The results of the cross loading of each indicator are as follows: X1.2, X1.4, X1.5, and X1.6 with a value of 0.32, 0.435, 0.353, 0.383, 0.391. The scores for the indicators X2.1, X2., 2 X2.3, X2.4, X2.5, X2.6, X2.7 and X2.8, namely 0.492, 0.521, 0.434,

0.498, 0.413, 0.492, 0.463, 0.386. The scores for the Y1.5 and Y1.7 indicators are 0.42, 50.475 while for the variable indicators Y2.1, Y2.2, Y2.3, Y2.4 and Y2.5 are 0.589, 0.387, 0.433, 0.435, 0.371.

**Average Variance Extracted (AVE)**

The second test was carried out on the value of each variable (AVE) where the results obtained for each variable were declared valid because > 0.5 with details of job satisfaction (0.877), performance (0.606), competence (0.615), supervision (0.631).

**Table 2.** AVE score (processed data)

	Cronbach's Alpha	rho_A	Composite Reliability	(AVE)
Job satisfaction	0.86	0.86	0.934	0.877
Performance	0.838	0.852	0.885	0.606
Competence	0.842	0.845	0.888	0.615
Supervision	0.916	0.918	0.932	0.631

**Discriminant Validity**

In the validity test using Fornell-Larcker, it is proven that the correlation value between one variable and another is not higher than the variable itself. As for the Cross-Loading test, the correlation between indicators and variables also shows suitability where the value is greater than other indicators.

**Reliability**

The results of the reliability test in this study for Composite Reliability and Croanbach Alfa are shown in table 2. With details, among others, Job Satisfaction (0.860 and 0.860), Supervision (0.9932 and 0.916), Competence (0.888 and 0.842) and Performance (0.885 and 0.838). These results indicate that all variables are reliable and can be used because they are > 0.7

**4.2.3. Model Fit Measurement (Inner)**

In measuring model fit, it is tested using R-Square for endogenous variables and also the path coefficient (T value) in each path to see the significance between constructs in the structural model. R-Square is used to measure the degree of variation in changes in the independent variable on the dependent variable. In this study, the R-Square score of job satisfaction was 0.599 and

the performance was 0.443. the rest are other variables not measured in this study.

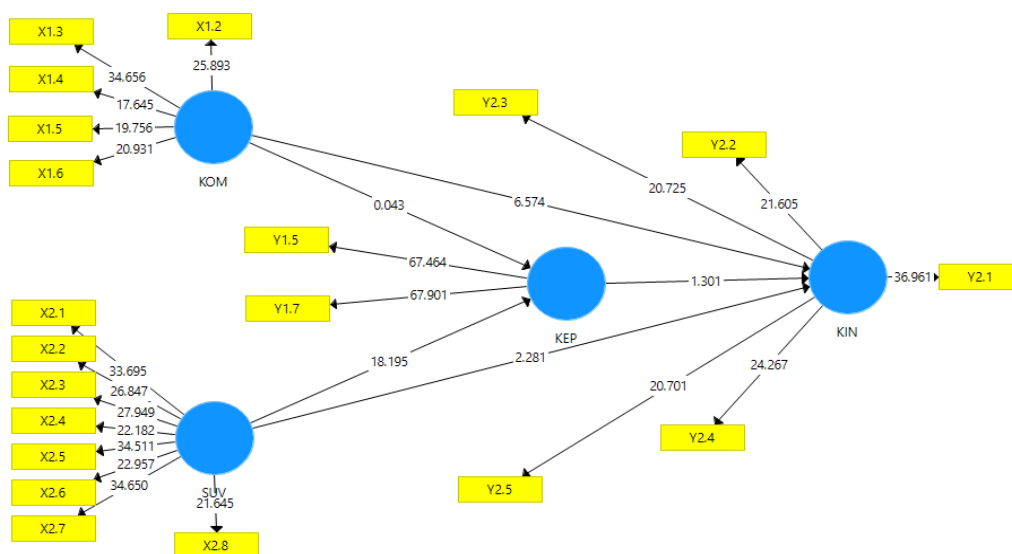
**Tabel 3.** R-Square

	R Square	R Square Adjusted	
KEP	0.599	0.595	
KIN	0.443	0.435	

After conducting the reliability test, the identification of the scores on the coefficient path is then calculated which will determine the significance level of the hypothesis test results. To test the effect between variables, the t test of path cohesiveness was used. The results are as follows: The results of the t-statistic test the effect of competence (X1) on job satisfaction (Y1) is 0.043 and the correlation coefficient score is 0.002. The result of the t-statistic test of the effect of competence (X1) on performance (Y2) is 6,574 and the correlation coefficient score is 0.402. The result of the t-statistic test of the effect of supervision (X2) on job satisfaction (Y2) is 18,195 and the correlation

coefficient score is 0.773. The result of the t-statistic test of the effect of supervision (X2) on performance (Y2) is 2.281 and the correlation coefficient score is 0.239. The result of

the t-statistic test of job satisfaction (Y1) on performance (Y2) is 1.301 and the correlation coefficient score is 0.121.



Picture. 4. Smart PLS Bootstrapping Results (data processed)

Table 4. Results of latent variables after elimination (processed data)

Variable	Statistik AVE	Skor	Laten variable correlation			
			X1	X2	Y1	Y2
Satisfaction	0.877		1	0.498	0.481	0.774
Performance	0.606		0.498	1	0.608	0.581
Competence	0.615		0.481	0.608	1	0.619
Supervision	0.631		0.774	0.581	0.619	1

Hypothesis testing

Based on the results of the PLS test, it was found that for the first hypothesis, the score for the competency path coefficient on job satisfaction had a positive effect with a score of 0.002. The second hypothesis, path cohesiveness for supervision of job satisfaction has a positive effect with a score of 0.773. The third hypothesis, path cohesiveness

for competence on performance has a positive effect with a score of 0.402. The fourth hypothesis, path cohesiveness for supervision of performance has a positive effect with a score of 0.239. The fifth hypothesis, path cohesiveness for job satisfaction on performance has a positive effect with a score of 0.121. Based on the data above, it shows that overall, the five proposed hypotheses are appropriate.

Table 5. Path coefficient results (processed data)

	Job satisfaction	Performance	Competence	Supervision
Job satisfaction		0.121		
Performance				
Competence	0.002	0.402		
Supervision	0.773	0.239		

DISCUSSION

Effect of competence on job satisfaction (H1)  
Empirically the test results of the positive influence of competence on job satisfaction are in accordance with research (Biagioli *et al.*, 2018), (Kucharska & Erickson,

2019), (Sabuhari *et al.*, 2020) and (Sani *et al.*, 2016) which are increasingly higher the level of competence, the higher the level of job satisfaction. Competence also has a positive influence on intrinsic and extrinsic job satisfaction (Sani *et al.*, 2016). Competence flexibility and job satisfaction

significantly affect employee performance (Sabuhari *et al.*, 2020). Competence also has the most dominant effect on job satisfaction (Dharmanegara *et al.*, 2016). Based on the results of hypothesis testing, it can be concluded that the higher the competence of the teacher, the more it can increase teacher job satisfaction.

Effect of supervision on job satisfaction (H2)

Empirically, the results of this study also confirm the results of the study (Pan, 2015) where supervision was also found to be one of the factors that significantly influence job satisfaction (Mahlangu & Govender, 2015), (Asif Qureshi & bin Ab Hamid, 2017). Supervision was found to be a significant aspect of job satisfaction (Valaei & Jiroudi, 2016). Another study also states that supervision has a direct and indirect effect on job satisfaction (Shankar, R., 2016), supervision can increase job satisfaction (Deng, Y., 2016). Based on the results of hypothesis testing, it can be concluded that the better the supervision is carried out on the teachers, the teacher job satisfaction will also increase.

Effect of competence on performance (H3)

Previous research has revealed that competencies that are in accordance with work have an influence on performance (Swanson *et al.*, 2020), (Yu, S., & Ko, Y., 2017), and (Anvari *et al.*, 2016). Competence is needed as a provision for transition to the next level (Mahlangu & Govender, 2015). The results of the research which show that there is a positive influence between competence on teacher performance imply a signal that the higher the teacher's competence, the teacher's performance will also increase.

Effect of supervision on performance (H4)

The positive effect of supervision on performance is in accordance with previous research where supervision has an impact on performance (Valaei & Jiroudi, 2016) and (Katua Ngui, 2019). Another study also concluded that the role of supervision makes a significant contribution to improving teacher performance in schools (Yousaf *et al.*, 2018) (Hartinah *et al.*, 2020) so that the working climate in schools is better (Tiwa *et al.*, 2018) and teachers work more effectively (Renata *et al.*, 2018). Supervision with a good and supportive communication strategy is very important to sustain dedication and performance (Michael, 2014) (Nurjanah *et al.*, 2020). Based on the results of hypothesis testing, it can be concluded that the better the supervision is carried out on the teachers, the better the teacher's performance.

Effect of job satisfaction on performance (H5)

Job satisfaction has a positive and significant effect on employee performance (Eliyana *et al.*, 2019) (Siengthai & Pila-Ngarm, 2016). Job satisfaction factors in the study (Yee, 2018) are proven to have a positive effect on performance. The results of this study are also in accordance with other studies which found that there is an influence between job satisfaction and performance (Bowling *et al.*, 2015) (Abbas, 2018) (Platis *et al.*, 2015) (Hsieh, JY (2016). Based on test results This research hypothesis can be concluded that the higher the level of teacher job satisfaction, the teacher's performance will increase.

## CONCLUSION

Social and managerial implications

The results of this study indicate that competence and motivation have a positive effect on both job satisfaction and performance. Job satisfaction as a moderating variable is also proven to have a positive effect on performance. In

addition, the role of supervision can also increase job satisfaction and teacher performance in DKI Jakarta. This research can be a reference that increasing teacher competence needs special attention from the government. Efforts to increase competence in the form of teacher training accompanied by good supervision can improve teacher performance. As competence increases, job satisfaction and performance will also increase. The current challenge faced is how teachers can transform into the digital era. The fact that currently mastery of technology is important for teachers to master in order to improve their competence in developing creative, innovative and productive learning methods and media.

## Suggestion

Future research is expected to research more broadly by taking teacher analysis units throughout Indonesia. The variables that have a specific effect on teacher competence have not been studied much. Including the supervision model which is expected to improve teacher competence is very interesting to study.

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